DOCUMENT RESUME

ED 169 304 CE 020 489

AUTHOR Wilkins, Thelma

TITLE Home Economics--Child Care Services. Kit No. 15. Instructor's Manual [and] Student Learning Activity Guide.
INSTITUTION Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 78
GRANT SC-5058-76-I-211-0330
NOTE 51p.; For related documents see CE 020 474-566
AVAILABLE FROM Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Child Care Occupations; *Home Economics Education; Instructional Materials; *Learning Activities; *Learning Modules; Occupational Clusters; *Occupational Information; Prevocational Education

ABSTRACT

An instructor's manual and student activity guide on child care services are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (two to seven periods), activity goals, instructional objective, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication [e.g., child observation sheet, design patterns]). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing the instructional objective (prepare a book that includes a variety of activities for a child to learn to do). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a preschool teacher, children's institution attendant, and school child-care attendant conclude the document. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169304

HOME ECONOMICS – CHILD CARE SERVICES

Kit No. 15

INSTRUCTOR'S MANUAL

Prepared by

Thelma Wilkins
Broome High School
Spartanburg, South Carolina 29302

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

CE 020 489

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

Art Jensen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

These materials have been developed from funds provided by Grant SC-5058-76-I-211-0330 under the Appalachian Regional Development Act Amendments of 1967, Department of Health, Education and Welfare, Office of Education.

TITLE OF ACTIVITY

Kit No. 15, Home Economics – Child Care Services

DURATION

Main Activity – 1 to 5 periods
Follow-up Activity – 1 to 2 periods

GOALS

Make a book that will provide both a quiet activity and a learning experience.

The student will learn several sewing techniques in preparing the book.

By using the book with a child (at home or in a day care arrangement), the student will have an actual opportunity to work with a child.

To help the student see that children must learn even very simple techniques.

INSTRUCTIONAL OBJECTIVE

Each group of students will prepare a book that includes a variety of activities for a child to learn to do. After the pages are finished, they will be assembled into a book which may also be used for a coloring book.

VOCATIONAL CLUSTERS

Home Economics
T & I
Office Occupations

ACTIVITY IMPLEMENTATION

A. Description

Each person, or preferably each group of people, will complete the pages of a book that is designed to teach children techniques of learning to dress themselves. The pages of the book are of a durable material that will not tear easily. Included in the Masters for Duplication are the patterns needed. The unit is written with step-by-step instructions with a check or evaluation of work for each objective.

B. Safety

Precaution should be observed in cutting the small slits using Xacto knives. You will need to show the student how to put the page down on the table and using a magazine or some such pad, to cut down very carefully.

C. Materials

1. Audio Visual Equipment
   None

2. Technical Equipment
   Pages for book
   Scissors – 10 small pairs
   Xacto knives (4)
   Gripper pliers kit

3. Expendable Materials
   Glue – 4 or 5 bottles
   Felt squares – red, green, yellow, brown, blue, orange
   5 snaps
   Thread – red, green, yellow, brown, blue, orange
   Straight pins and needles
   Block plastic covered fabric, 8" x 8" (20.32 cm x 20.32 cm)
   1 small buckle
   8 hooks and eyes
   3 buttons
   6 pieces of ribbon, 6" long (15.24 cm)
   13 yards (11.8872 m) of yarn(for hair)
   2 pieces of ribbon, 8" (20.32 cm) long
   3 or 4 inch (7.62 cm or 10.16 cm) zipper
   1 (one) 26 inch (66.04 cm) shoe lace
   6 eyelets
   Card of velcro square

D. Preparation Prior to Class

You will need to read and study the activity and have the scope in mind. You will also need to get together the expendable materials and technical equipment that you will need. Many of the items may be brought from

home by the students since such small amounts of materials are needed.

There is a list of materials needed for each page listed on that page of instruction.

Also duplicate enough student worksheets for your classes.

E. **During Class Sessions**

Closely supervise and help when needed. Some pages are very simple while some are more difficult. You will need to consider how the book will be put together.

Carefully watch group when using xacto knives. Be sure they are put away at the end of the period.

Divide the class into groups of possibly three or four. By making two or three pages each, the group can make the book. It is recommended that the book be used (by a member of the group, if possible) with a child and then report back to the class how it was accepted.

INTRODUCTION –

You will need to follow the directions carefully, as how to sew on fasteners, buttons, etc. These are learning experiences you will use many times.

Many of the items needed you may be able to bring from home. Look over the list; your teacher will help you provide materials that you do not have.

F. **Follow-up Activities**

1. Have students fill out VIEW Fact Sheet.
2. Take book to use to work with children, either in the home or in a day care center. REPORT BACK TO CLASS.
3. Visit a day care center or have a day care center person come back to the class.
4. Interview someone who works with children.
5. Observation of a child – give an observation sheet.
6. Write for state standards and/or regulations for a day care center.

MASTERS FOR DUPLICATION

1. VIEW Fact Sheet
2. Checksheets for Checkpoints 1 - 10.
3. Patterns
4. Observation sheet

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

C

CHECKSHEET FOR CHECKPOINTS

CHECKPOINT I

1. Have you sewn the bottom of five snaps in designated places?

   yes no

2. Did you sew the smaller part of the five snaps to five apples – one each?

   yes no

3. Have you securely glued felt top part of tree in space on the book page?

   yes no

CHECKPOINT II

1. Did you cut two small slits at belt line on the pirate page of the booklet?

   yes no

2. Did you construct the belt by attaching buckle to one end and sewing in place?

   yes no

3. Did you prepare opposite end with pointed end and holes for buckling belt?

   yes no

CHECKPOINT III

1. Did you cut kangaroo pouch by pouch pattern?

   yes no

2. Did you glue pouch securely, leaving center part open for baby kangaroo?

   yes no

CHECKPOINT IV

1. Did you cut two matching shapes from matching felt?

   yes no

2. Have you sewn eyes to the bottom section?

   yes no

3. Did you sew hooks to the top section?

   yes no

4. Did you glue the eye section in place?

   yes no

5. Did you allow to dry?

   yes no

CHECKPOINT V

1. Did you cut 2 flowers from the same color?

   yes no

2. Did you sew a button in the center of one flower of each color?

   yes no

3. Did you work a button hole in the center of the three other flowers?

   yes no

4. Have you glued the section of the flower with the button on it in appropriate place?

   yes no

CHECKPOINT VI

1. Did you cut slits at six places on the kite tail?

   yes no

2. Have you inserted the ribbon so that both ends are on the top of the page?

   yes no

3. Are ends of equal length?

   yes no

4. Did you tie the ribbon in a double knot?

   yes no

CHECKPOINT VII

1. Have you cut 2 pieces of yarn?

   yes no

2. Did you get the yarn securely glued to shaded part of the head?

   yes no

3. Did you sew (with yarn and large needle) across center of shaded area to make a part and secure yarn in place?

   yes no

4. Have you cut small slits at shaded area on the ponytail?

   yes no

5. Have you inserted ribbon in page having ends even on front of page?

   yes no

6. Did you tie in a single, then bow knot?

   yes no

CHECKPOINT VIII

1. Did you cut pattern by lines indicated on pattern page?

   yes no

2. Did you cut out the felt tent by the pattern?

   yes no

3. Did you sew zipper securely in the slit you cut in the tent?

   yes no

4. Did you glue the tent to the lines indicated on page of book?

   yes no

CHECKPOINT IX

1. Did you put eyelets in from top side and using tool spread the under side?

   yes no

2. Did you lace and tie shoe?

   yes no

CHECKPOINT X

1. Did you cut out the pattern for the face?

   yes no

2. Did you cut the face for Mr. Smiley from the felt?

   yes no

3. Did you cut the eyes and mouth from plastic covered fabric?

   yes no

4. Have you glued the velcro to the back of the eyes and mouth?

   yes no

5. Did you glue the other velcro to the face in the designated spaces?

   yes no

OBSERVATION OF CHILD
USING
"HOW-TO-DO" COLORING BOOK

After the child you are observing has had an opportunity to work with the "How to Do Book," check his/her ability to accomplish the following techniques using the following scale:

1 – The child learned to perform the learning activity VERY WELL.

2 – The child learned to perform the learning activity TO SOME EXTENT.

3 – The child did NOT learn to perform the activity AT ALL.

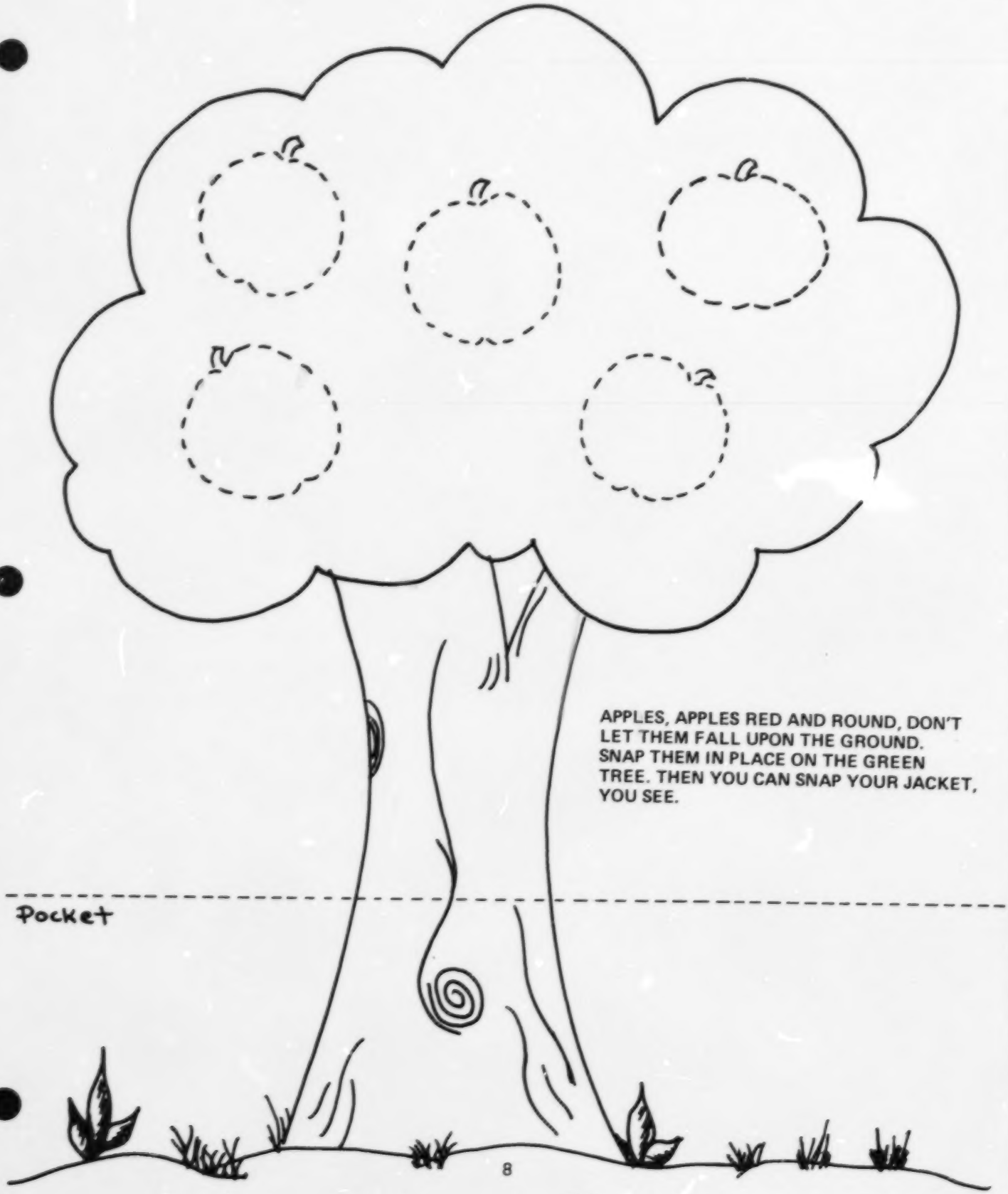
A.	Tying a bow knot (shoe and ponytail)	1	2	3
B.	Tying a single knot (kite tail)	1	2	3
C.	Snap flowers in place	1	2	3
D.	Use the hooks and eyes	1	2	3
E.	Close the zipper (tent)	1	2	3
F.	Fasten buckle (pirate)	1	2	3
G.	Button the buttons (flowers)	1	2	3
H.	Attach velcro on face (smiley face)	1	2	3

2. Which activities did the child find easy?

3. Which activities did the child find difficult?

4. Did the child enjoy the book? (Tell why or why not.)

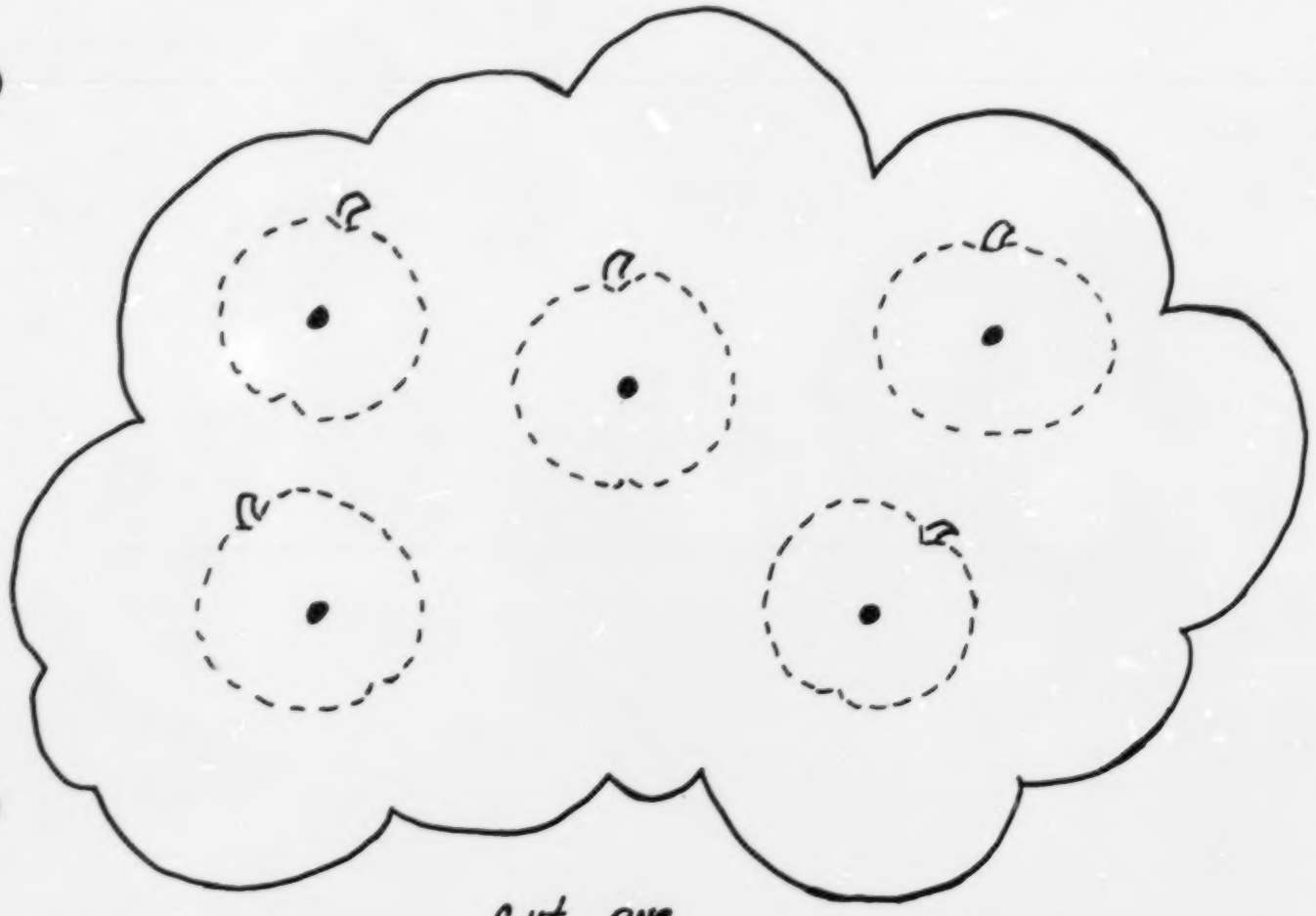
PATTERN # 1



APPLES, APPLES RED AND ROUND, DON'T LET THEM FALL UPON THE GROUND. SNAP THEM IN PLACE ON THE GREEN TREE. THEN YOU CAN SNAP YOUR JACKET, YOU SEE.

Pocket

PATTERN #1-B



Cut ONE

Cut
Five

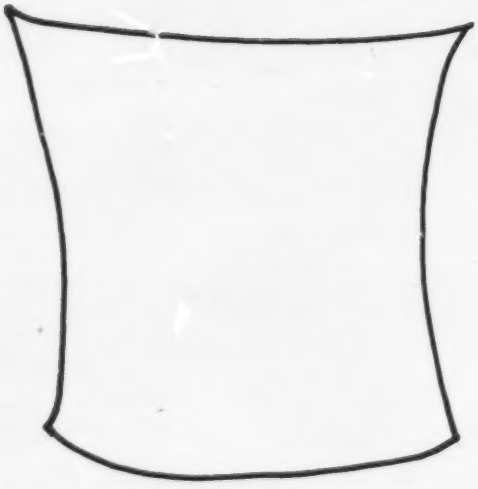
PATTERN # 2

MR. PIRATE, STRONG AND BRAVE,
WITH HIS COURAGE, THE SHIP
HE WILL SAVE.
AS YOU KNOW, NO FEAR IS FELT,
BUT HE NEEDS YOU TO BUCKLE
HIS BELT.
COLOR HIS JACKET BLUE,
HIS PANTS RED,
AND A BLACK HAT UPON HIS
HEAD.

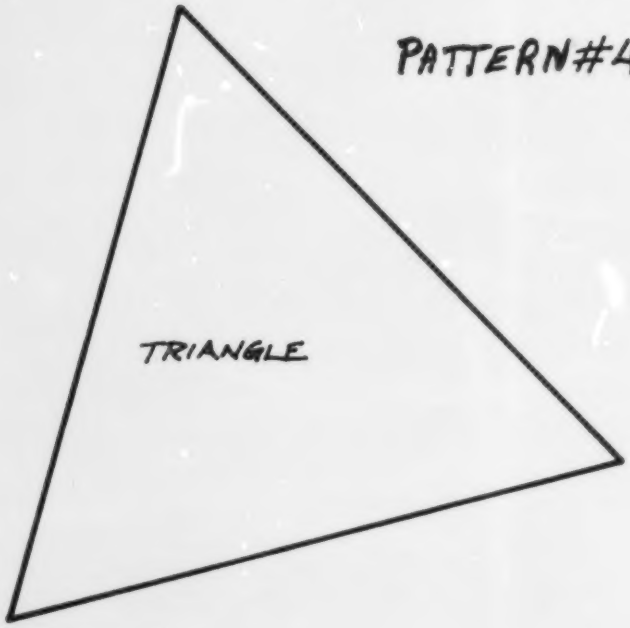
PATTERN # 3

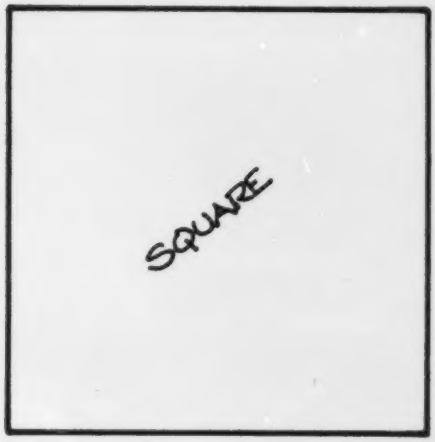
PATTERN #3-B

Cut 1 of each



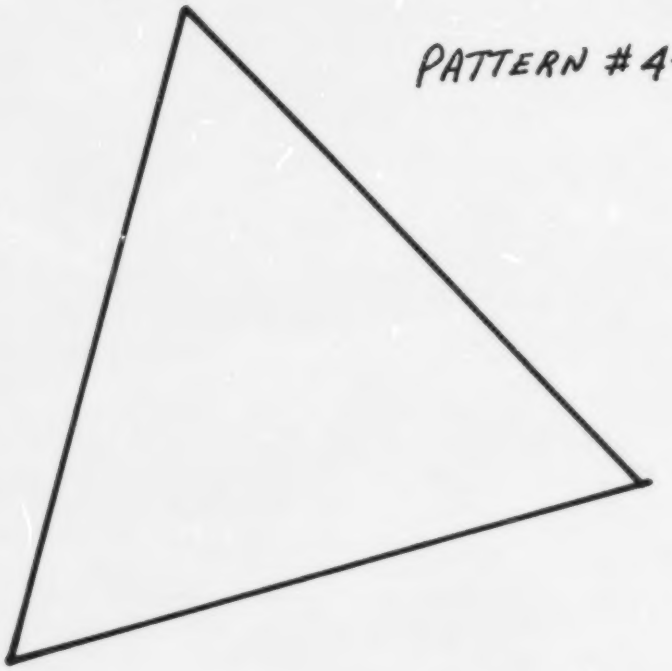
PATTERN#4

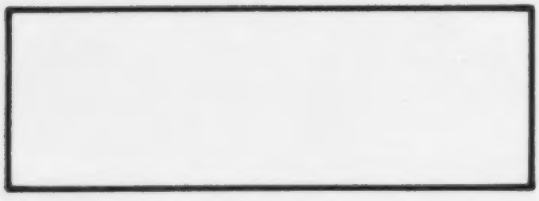




CIRCLES, SQUARES, BOXES TOO, TRY TO SEE WHAT YOU CAN DO. MATCH EACH SHAPE TO THE RIGHT PLACE, HOOK IT THERE IN THAT SPACE.

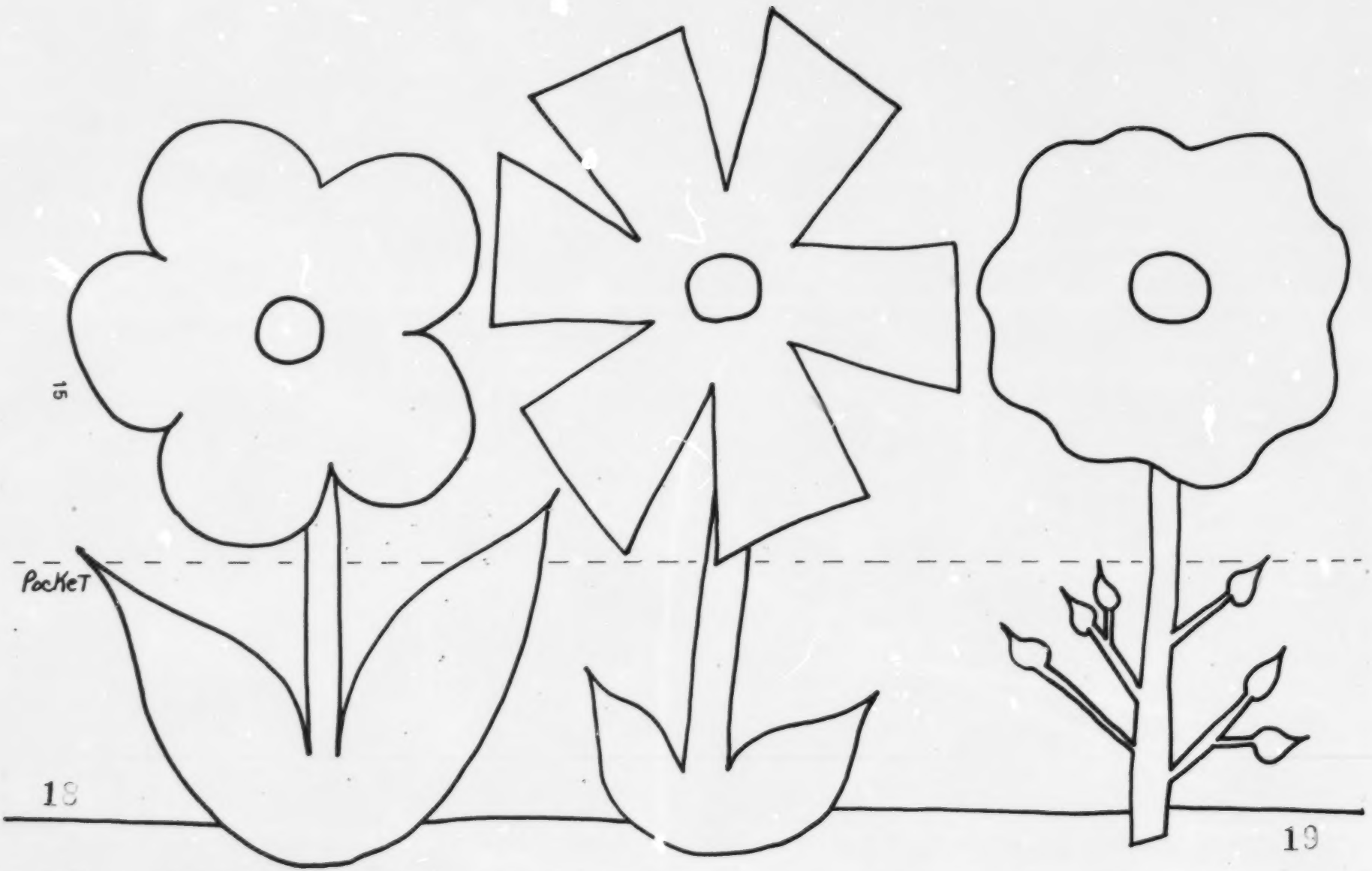
PATTERN #4-B



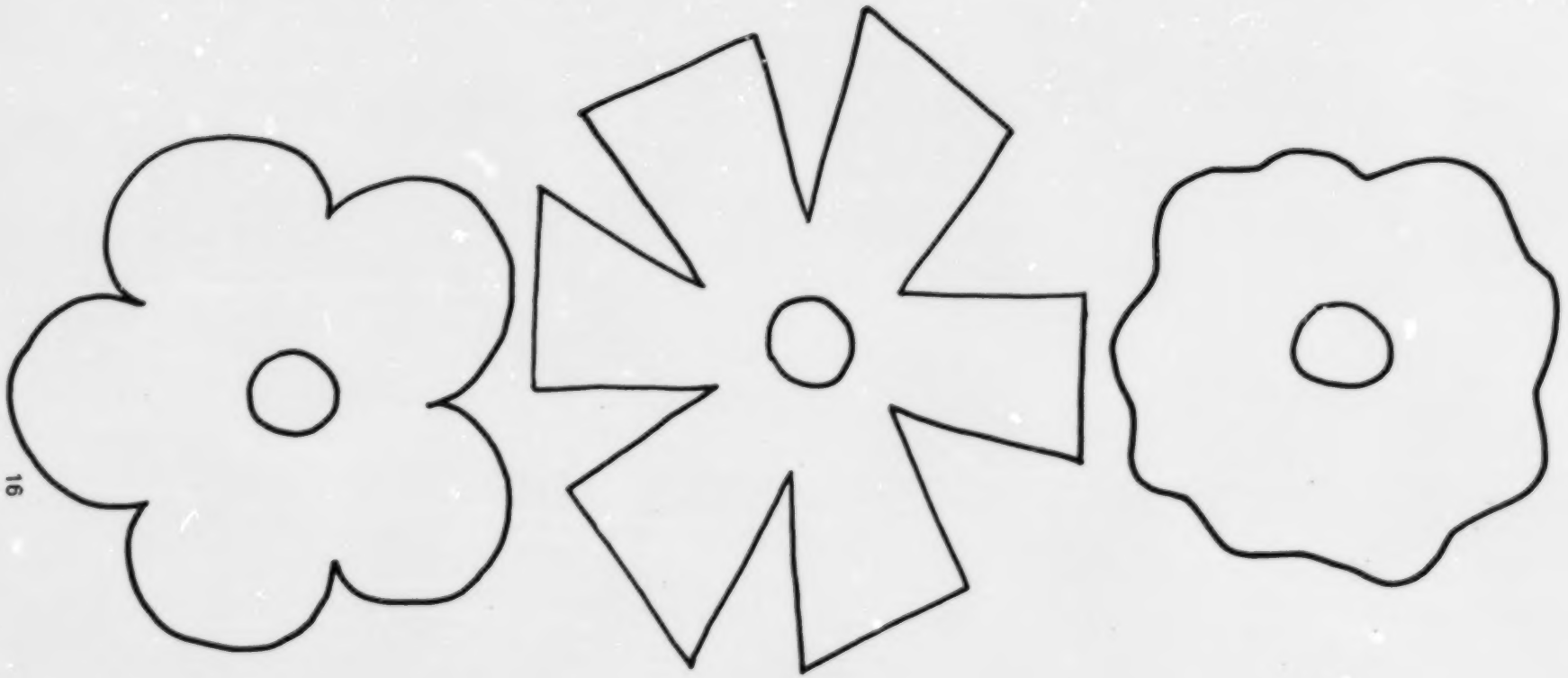


PATTERN # 5

PRETTY FLOWERS NEED LOTS OF CARE,
MATCH EACH ONE AND BUTTON IT THERE.



PATTERN #5-B

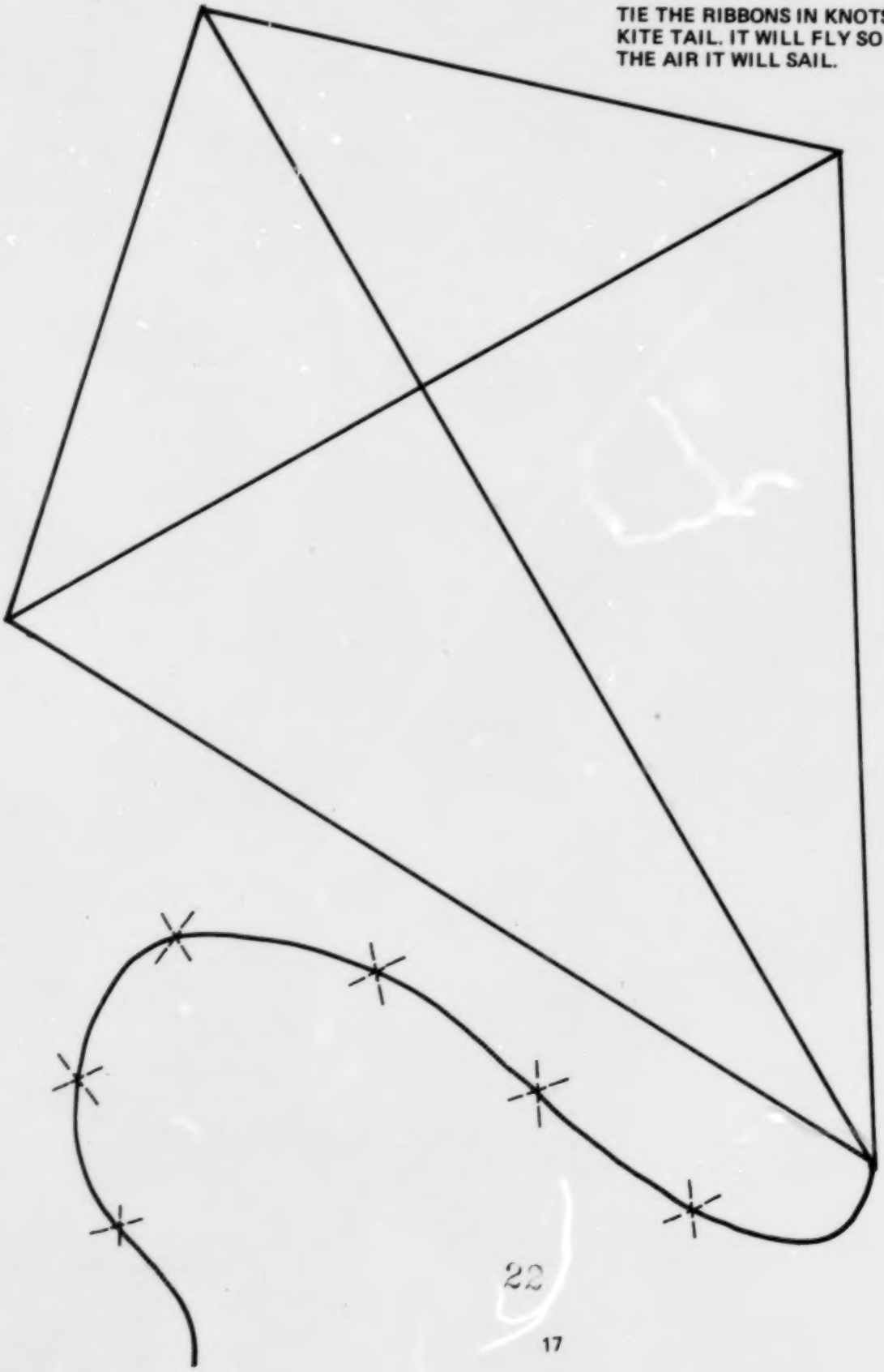


16

CUT 1 OF EACH

PATTERN #6

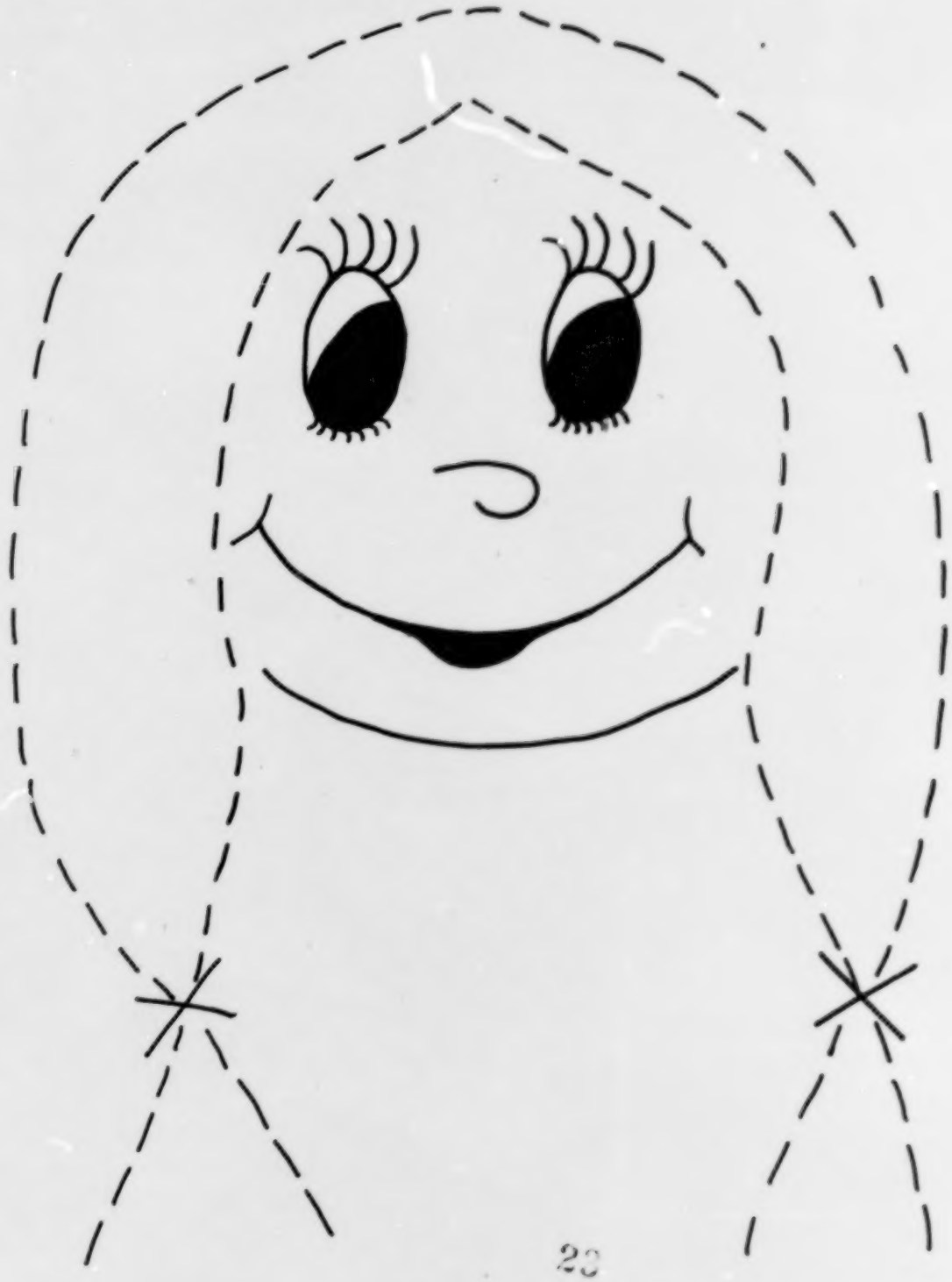
TIE THE RIBBONS IN KNOTS AROUND THE KITE TAIL. IT WILL FLY SO HIGH, THROUGH THE AIR IT WILL SAIL.



22

PATTERN # 7

TIE MY PIGTAILS WITH A BOW, PULL
THEM TIGHT AND FIX JUST SO. PUT
THE RIBBONS AROUND IN PLACE, NOW
YOU CAN SEE MY PRETTY FACE.



PATTERN # 8

WHERE DID THE LITTLE INDIAN HIDE?
OPEN THE ZIPPER AND LOOK INSIDE.

19

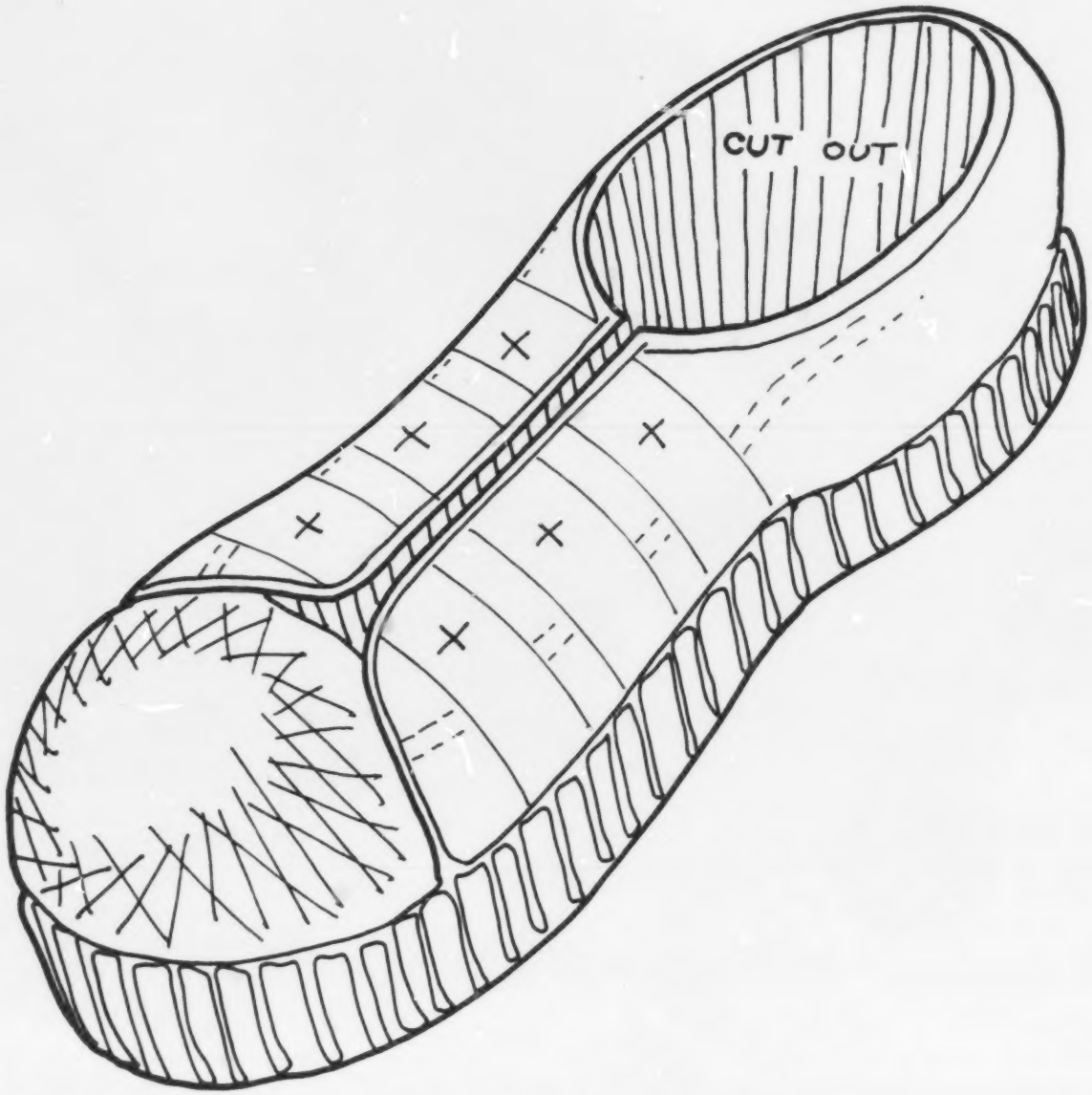
PATTERN # 8-B

20

cut 1

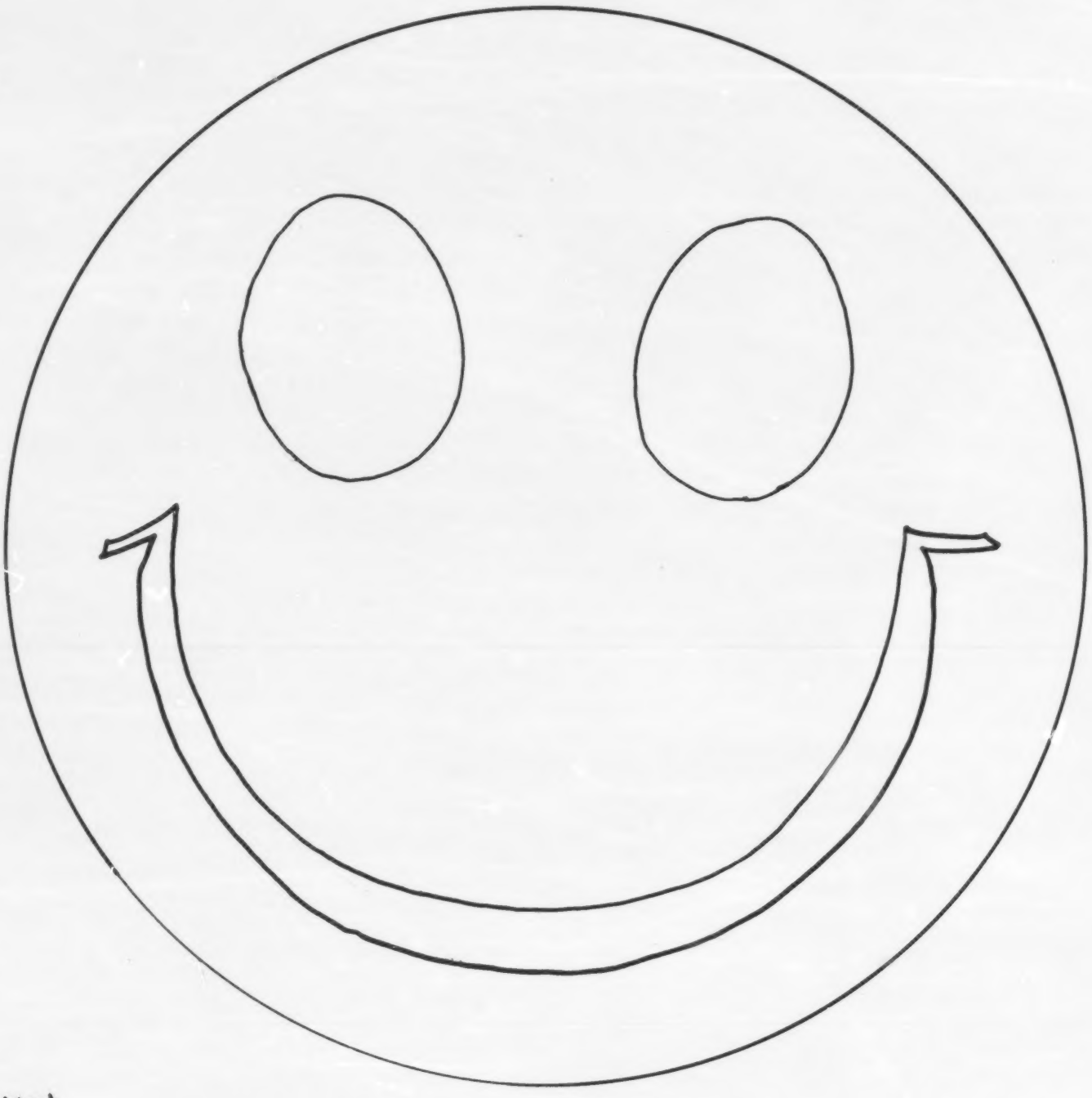
PATTERN # 9

THIS IS HOW TO FIX YOUR SHOE, PUT
THE LACE IN AND PULL IT THROUGH.
MAKE ONE ✕ ON TOP, THEN
TWO, TIE IT IN A BOW AS YOU DO.



27

PATTERN # 10

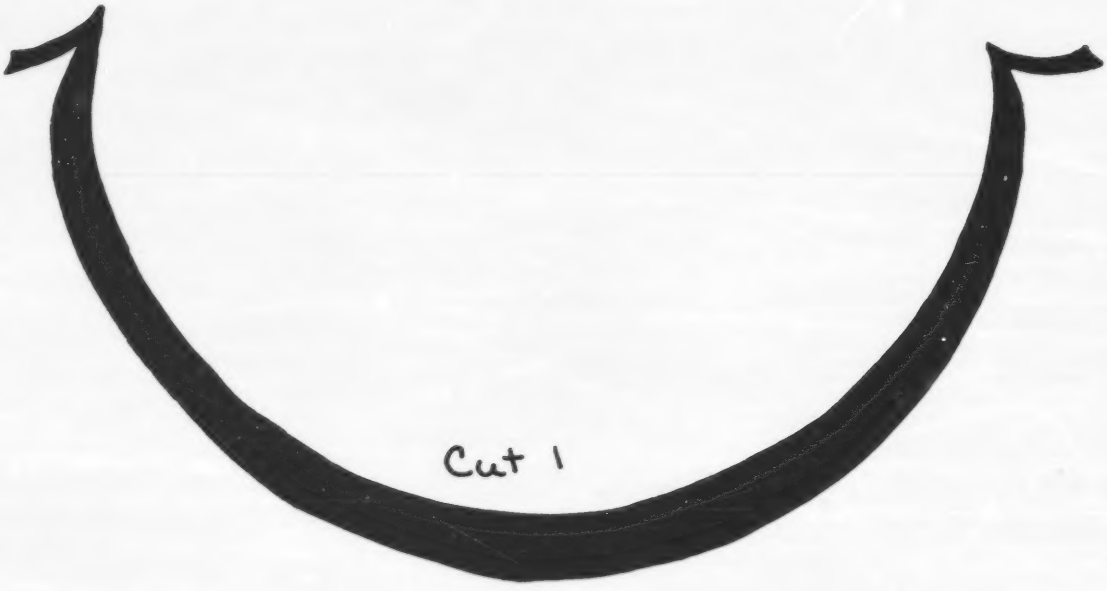


Pocket

WHERE IS MISTER SMILEY'S FACE? LOOK
IN THE SECRET HIDING PLACE. TWO
EYES AND A MOUTH, YOU WILL FIND
STICK THEM ON. HE DOESN'T MIND.

PATTERN #10-B

← Cut 2



HOME ECONOMICS – CHILD CARE SERVICES

Kit No. 15

STUDENT
LEARNING ACTIVITY GUIDE

Prepared by

Thelma Wilkins
Broome High School
Spartanburg, South Carolina 29302

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

INTRODUCTION

This learning activity is designed to create an interest in Child Development. Some of you have probably had a job as a babysitter or helped in a day care center or a kindergarten in your local community. There are times when you need some kind of quiet activity, — — yet something that will be interesting and provide a learning experience for the child. This activity gives the pages, patterns, and directions for a HOW TO DO Coloring book. Each page provides a learning experience for the child, as well as being a coloring book. The book will teach the child to recognize colors, improve dexterity of fingers and provide entertainment.

GOALS

1. Make a book that will provide both a quiet activity and a learning experience.
2. The student will learn several sewing techniques in preparing the book.
3. By using the book with a child, (at home or in a day care arrangement) the student will have an actual opportunity to work with a child.
4. To help the student see that children must learn even very simple techniques.

DIRECTIONS

You will need to follow the directions carefully, as how to sew on fasteners, buttons, etc. These are learning experiences you will use many times.

You may be able to bring many of the items needed from home. Look over the list; your teacher will help you provide materials that you do not have.

PROGRAMMED TEXT

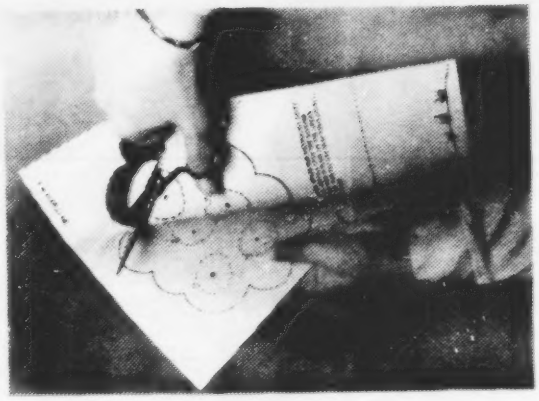
You are now ready to begin construction of your HOW TO DO Coloring Book. You will be provided pages for the book made from durable tagboard. You will also have the same picture on plain paper that may be cut out to be used for patterns. Please use a large envelope or box for storage of patterns and equipment while you work.

Instructional Objective 1

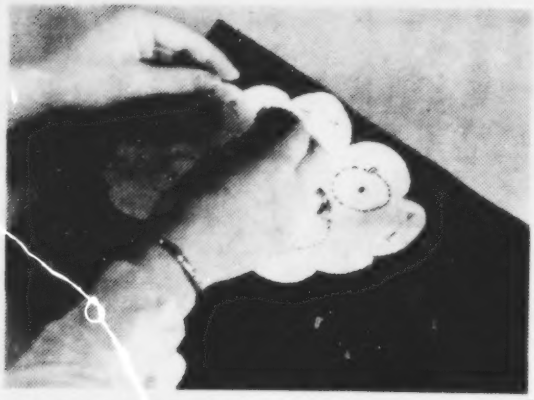
The student will construct the page of the book that teaches a child the use of snaps.

STEP 1 — Locate the following for this page:

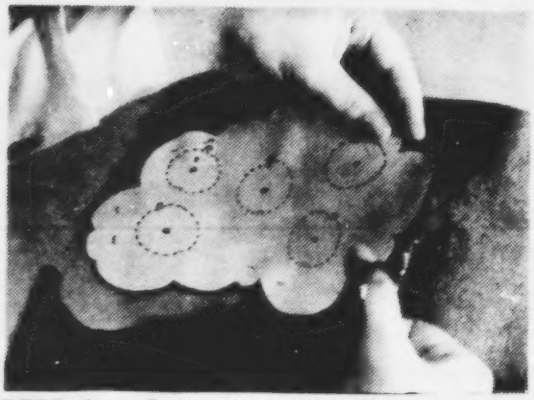
a. cardboard page with apple tree.
b. paper with same design for pattern
c. five snaps
d. red felt
e. green felt
f. red thread
g. needle
h. about 6 straight pins
i. small scissors
j. glue



STEP 2 — Cut the top of the tree from the pattern sheet.

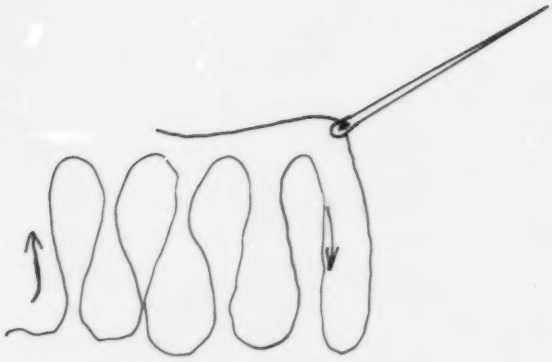


STEP 3 – Pin top part of tree pattern on green felt.

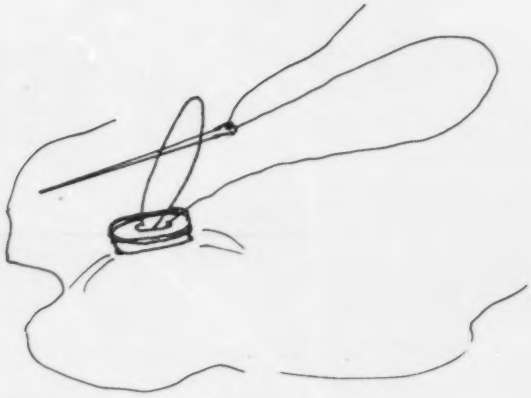


STEP 4 – Cut around the edge of pattern with scissors and mark where snaps are to go.

STEP 5 – Sew the bottom side of the snap (the larger part with the hole in the center) to the green felt on dots shown.

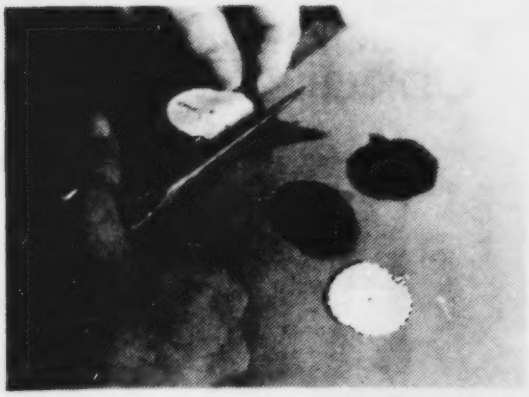


STEP 6 – Use an over-and-over motion for sewing on snaps.



STEP 7 – Tie a knot on the last two stitches by putting needle back through loop before pulling it down.

STEP 8 – Cut out the pattern for apples.

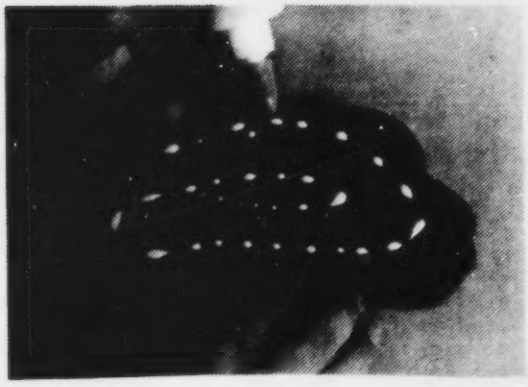


STEP 9 – Cut five red apples from the red felt.

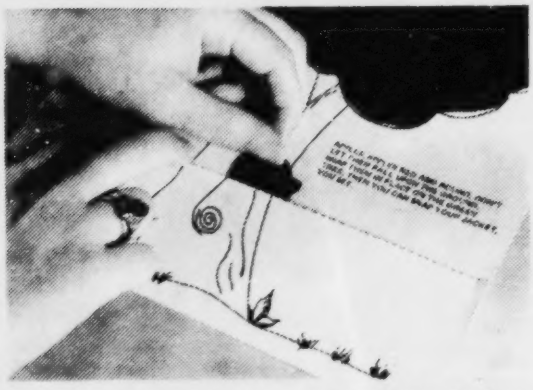
STEP 12 – Distribute with finger tip.

STEP 10 – Sew the smaller part of the snap to one side of each apple.

STEP 13 – Place on the top part of the tree and press in place well.



STEP 11 – Apply glue to back of tree section.



STEP 14 – Let dry completely before snapping apples on it. (Put them in the pocket at the bottom of the page.)

Check Point

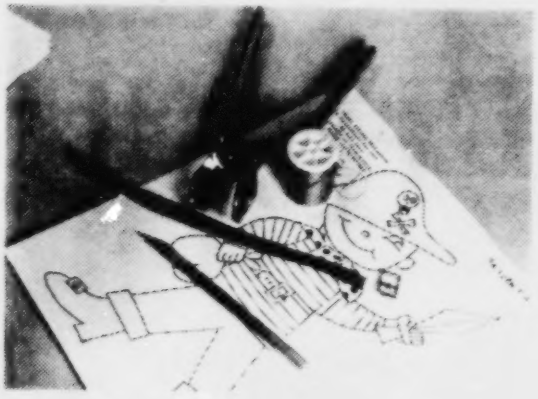
Have you sewn the bottom of five snaps in designated places?

Did you sew the smaller part of the five snaps to five apples – one each?

Have you securely glued felt top part of tree in the space on the book page?

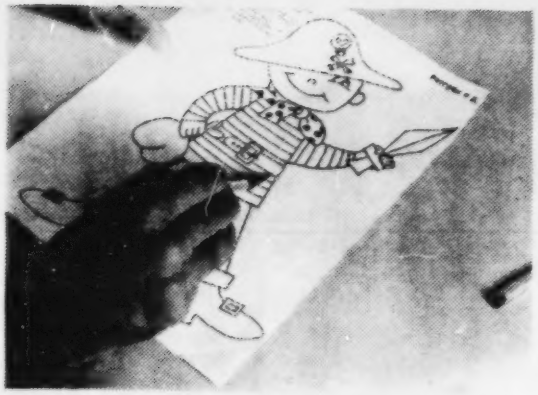
Instructional Objective 11

The student will prepare the page of the booklet that teaches a child to buckle a belt.

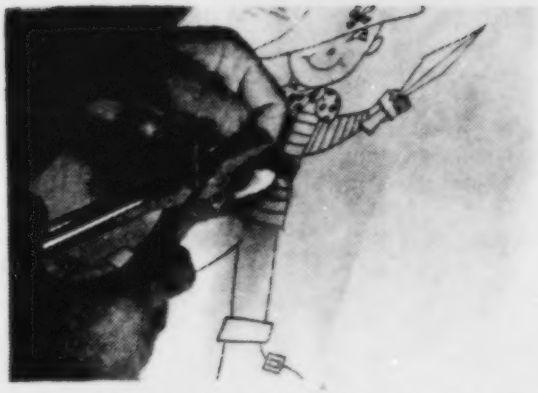


STEP 1 – Locate the following materials and equipment.

a. Black plastic strip – – ½ inch x 6½ inches (1.27 cm x 16.51 cm)
b. Page of book with picture of pirate on it.
c. Hole puncher (gripper pliers kit)
d. Small buckle
e. Xacto knife
f. Needle and thread



STEP 2 – Cut two small slits at end of place where the belt goes on the pirate.



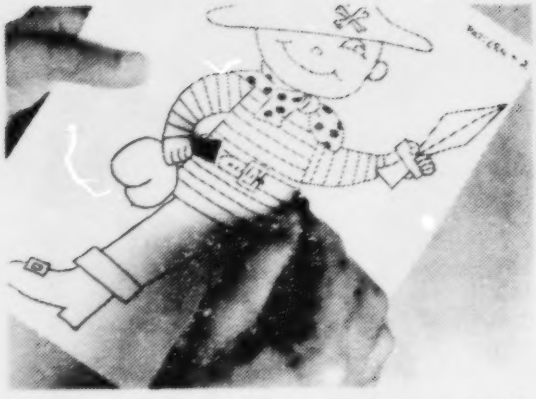
STEP 3 – Punch one hole about 3/4 of an inch (1.91 cm) from one end of the belt.

STEP 6 – Put center part through the hole and lap belt back over it.

STEP 4 – Shape other end to a point.

STEP 7 – Sew in place.

STEP 5 – Put buckle on the end of the belt with the hole in it.



STEP 8 – Insert belt around pirate and pull belt through buckle.

STEP 9 – Punch hole in pointed end, making belt fit pirate's waist.

Check Point

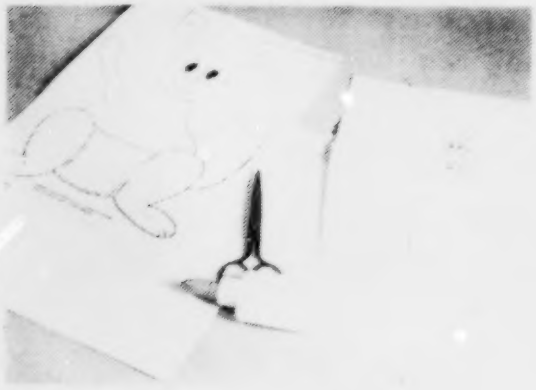
Did you cut two small slits at belt line on the pirate page of the booklet?

Did you construct the belt by attaching buckle to one end and sewing in place?

Did you prepare opposite end with pointed end and holes for buckling belt?

Instructional Objective III

The student will construct the page of the book that teaches a child to insert one object in an opening.

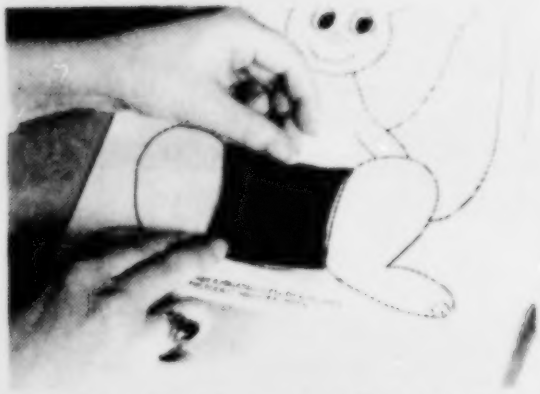


STEP 1 – Locate the following materials for this page of the book.

a. cardboard page of book with kangaroo
b. small piece of cardboard with baby kangaroo
c. brown felt
d. glue
e. paper pattern for cutting out kangaroo pouch
f. small scissors

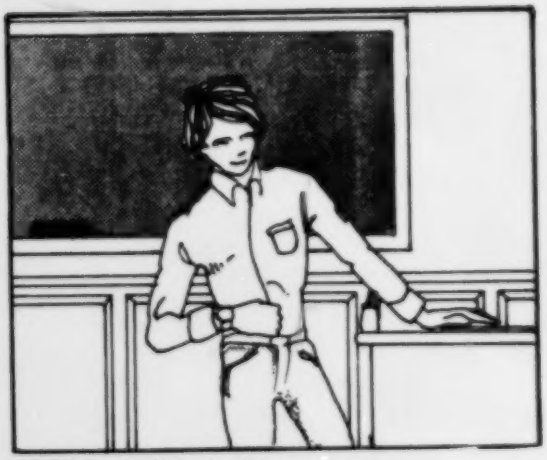
STEP 2 – From paper pattern of kangaroo, cut out pouch section.

STEP 3 – Pin pouch section on brown felt.



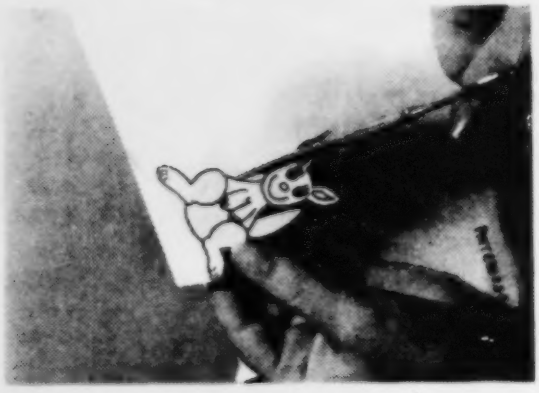
STEP 6 – Place in proper place and press down firmly.

STEP 4 – Cut pouch from felt.

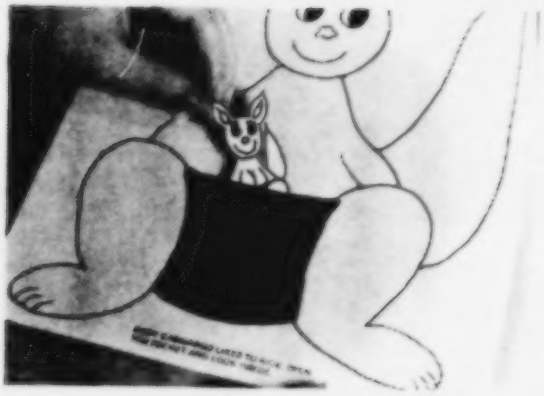


STEP 7 – Allow to dry.

STEP 5 – Apply glue to back of pouch -- be sure to apply glue only to SIDE and BOTTOM EDGES.



STEP 8 – Cut out baby kangaroo.



STEP 9 – When glue dries, put in pouch.

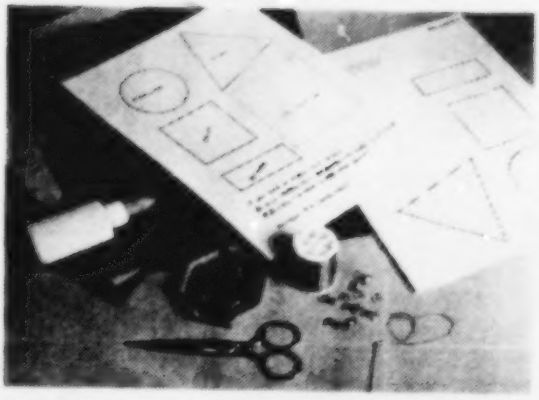
Check Point

Did you cut kangaroo pouch by pouch pattern?

Did you glue pouch securely, leaving center part open for baby kangaroo?

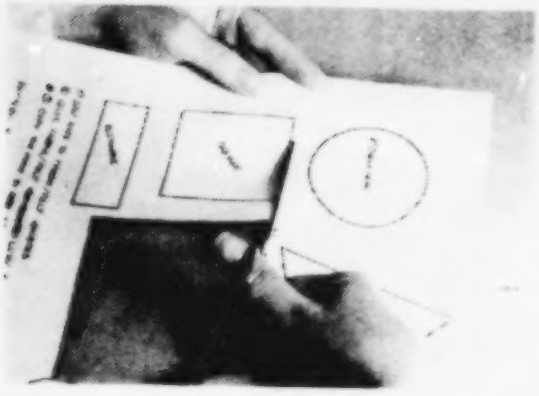
Instructional Objective IV

The student will prepare the page for the book that teaches shapes, colors, and how to use hooks and eyes.

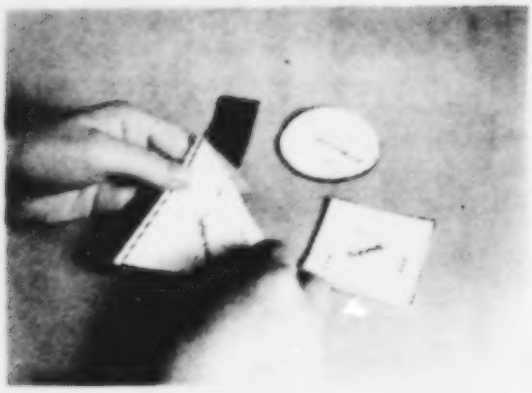


STEP 1 – Locate the following equipment and supplies.

a. cardboard page of booklet with geometric shapes
b. sheet of paper to use for pattern in cutting shapes.
c. blue, yellow, red, and black felt
d. eight hooks & eyes
e. small scissors
f. thread
g. needle
h. glue
i. pins



STEP 2 – Cut out pattern pieces.



STEP 3 – Pin pattern on felt – each shape on a different color of felt.

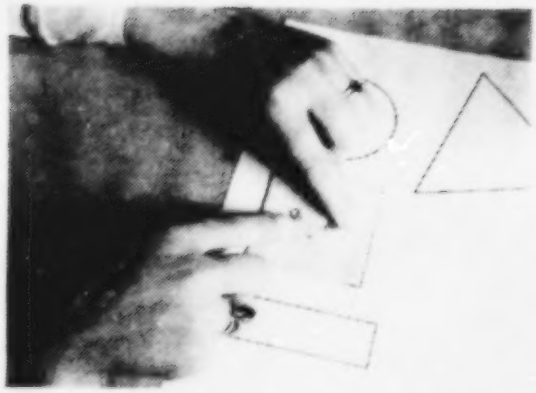
STEP 6 – Place the two matching shapes together. With a pin, locate place for hook.

STEP 4 – Cut 2 (two) felt shapes of each color.

STEP 7 – Sew on the hook section of hooks and eyes.

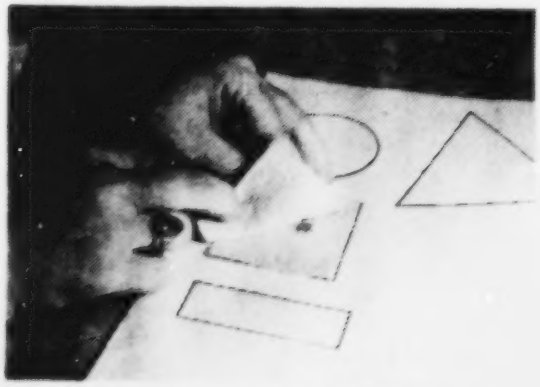
STEP 5 – Sew the eye section of the hook & eye set to felt shapes (2 to each shape). Use the over and over motion, putting four stitches in each end. Secure ends by putting needle through loop and pulling down.

STEP 8 – Apply glue to the back side of each eye section.



STEP 9 – Place and press firmly in the appropriate space.

STEP 10 – Let dry thoroughly.



STEP 11 – Hook top sections in place.

Check Point

Did you cut two matching shapes from matching felt?

Have you sewn eyes to the bottom section?

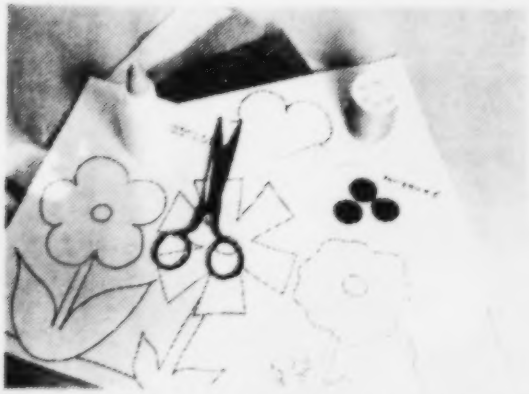
Did you sew hooks to the top section?

Did you glue the eye section in place?

Did you allow to dry?

Instructional Objective V

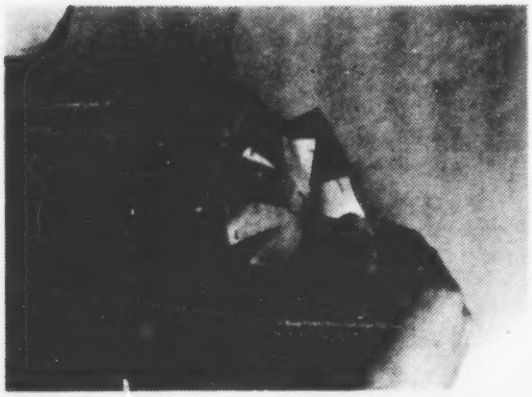
The student will prepare the page that teaches the child to use buttons and match colors.



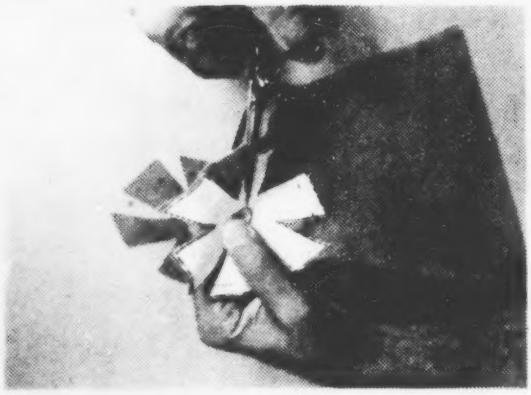
STEP 1 – Locate the following equipment and supplies.

a. book page of three flowers
b. sheet of pattern with the same three flowers
c. a 4 x 8 inch square(10.16 cm x 20.32 cm) of red, blue, and yellow felt. (enough for 2 flowers of the same colcr)
d. three buttons
e. needle
f. thread
g. scissors
h. glue

STEP 2 – Cut out the three patterns for flowers.

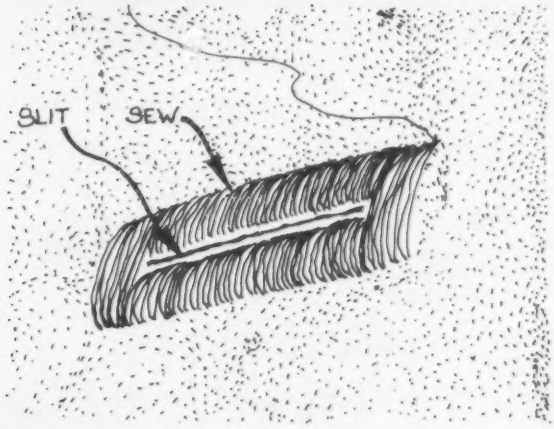


STEP 3 – l in pattern on felt.



STEP 4 – Cut two flowers from each pattern. (Use the same color for the two from the same pattern.)

STEP 5 – Sew a button in the center of one flower from each color.

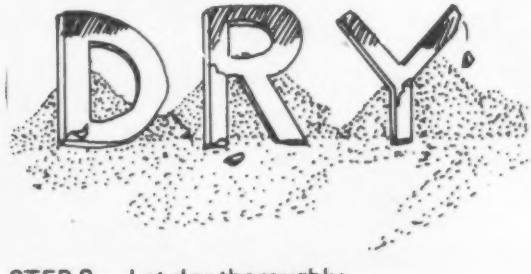


STEP 6 – Work a button hole in center of the other flower.

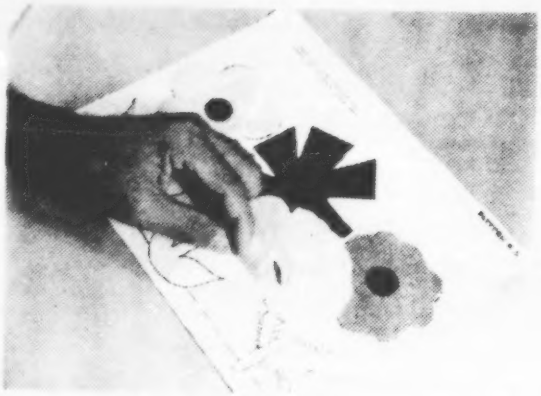
——Cut slit in center length of button.

——Using needle and thread, sew around hole, using button hole stitch (see diagram).

STEP 7 – Glue flower section with button in place on the book page.



STEP 8 – Let dry thoroughly.



STEP 9 — Put flowers with button hole in pocket.

Check Point

Did you cut 2 flowers from the same color?

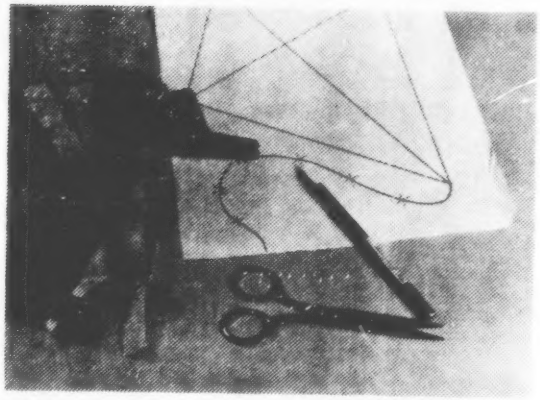
Did you sew a button in the center of one of each color flower?

Did you work a button hole in the center of the three other flowers?

Have you glued the section of the flower with the button on it in appropriate place?

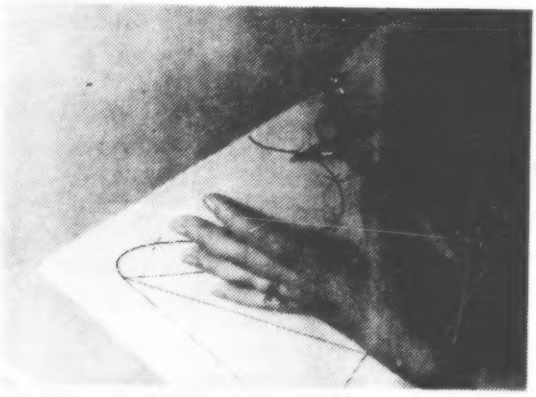
Instructional Objective VI

The student will prepare the page of the book that teaches a child to tie a double knot.

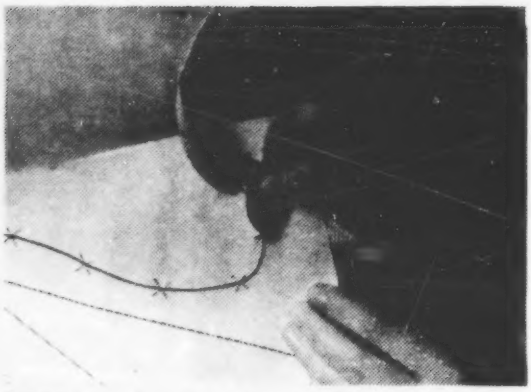


STEP 1 — Locate the following material and equipment.

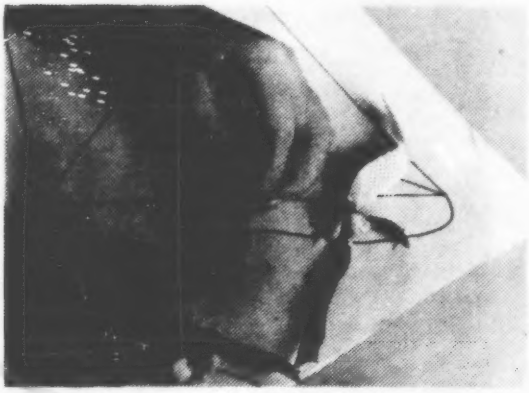
a. page of book that has the picture of kite on it
b. xacto knife
c. 6 pieces of ribbon about 6 to 7 inches (15.24 to 17.78 cm) long, 3/8 to ½ inches (.9525 to 1.27 cm) wide
d. small pair scissors



STEP 2 — Cut small slits on each side of the kite tail where the kite tail is darkened (cut the slits the width of the ribbon). Use the xacto knife.



STEP 3 – Insert ends of ribbon in the slits, pulling to front side and having ends equal in length.



STEP 4 – Tie ends of ribbon in a soft double knot.

Check Point

Did you cut slits at six places on the kite tail?

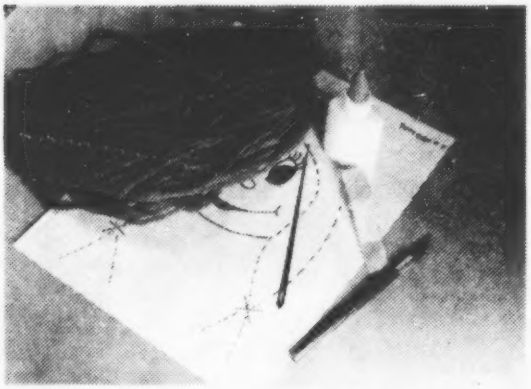
Have you inserted the ribbon so that both ends are on the top of the page?

Are ends of equal length?

Did you tie the ribbon in a double knot?

Instructional Objective VII

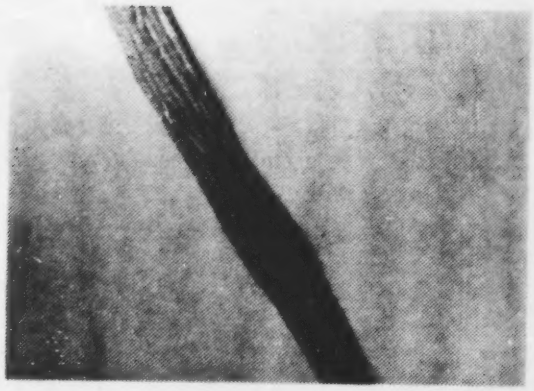
The student will prepare the page that will encourage a child to learn to tie a bow knot.



STEP 1 – Locate the following materials and supplies.

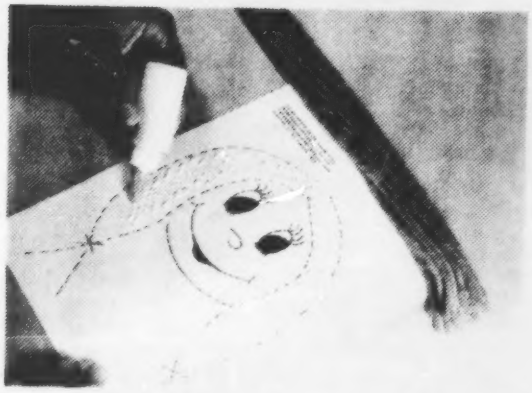
a. page of the book with a little girl with long hair on it
b. yarn (for hair)
c. glue
d. ribbons about 8 inches (20.32 cm) long
e. large needle with big eye
f. xacto knife

STEP 2 – Cut 28 pieces of yarn, each 18 inches (45.72 cm) long.



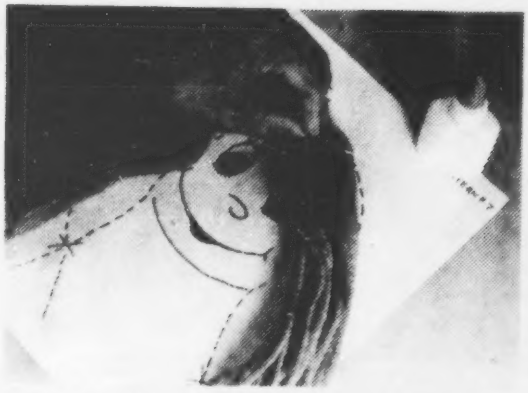
STEP 3 – Lay yarn straight.

STEP 6 – If some strands of yarn are not in contact with the glue, add more glue and press the yarn in it.



STEP 4 – Apply glue generously to the outlined area of the girl's hair.

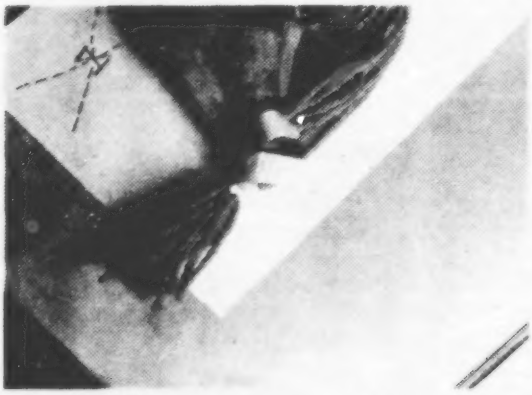
STEP 7 – Take one of the strands, thread into needle, and sew over yarn in center of shaded area. This makes a part row in the hair and also secures hair in place.



STEP 5 – Locate center of yarn and press on glue in the center of the shaded area of the head.

STEP 8 – With xacto knife cut 2 small slits (3/8 to ½ inches – .9525 to 1.27 cm wide) on each side of the darkened area of the ponytail.

STEP 9 – Insert the ribbon from the back side of the page, pulling ends around the hair of the girl.



STEP 10 – Make ends of equal length. Tie in a single knot and then a bow.

Check Point

Have you cut 2 pieces of yarn?

Did you get the yarn securely glued to shaded part of the head?

Did you sew (with yarn and large needle) across center of shaded area to make a part and secure yarn in place?

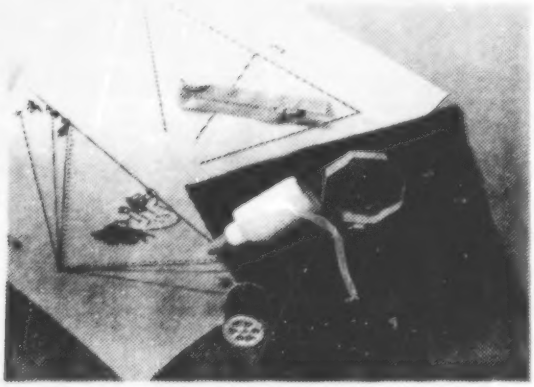
Have you cut small slits at shaded area on the ponytail?

Have you inserted ribbon in page having ends even on front of page?

Did you tie in a single, then bow knot?

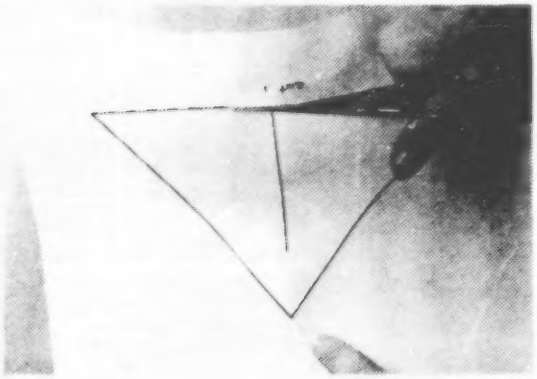
Instructional Objective VIII

The student will prepare the page of a child's book that will provide the experience of using a zipper.

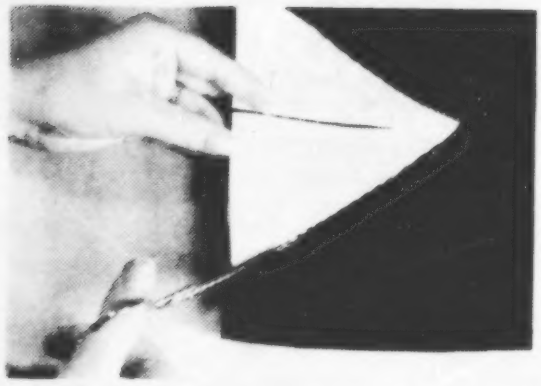


STEP 1 – Locate the following materials and equipment.

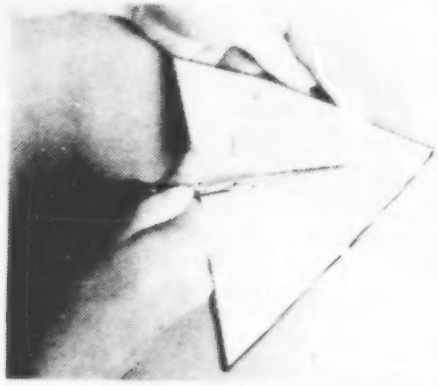
a. the page of the book with an Indian tent on it
b. paper pattern for cutting out tent
c. 3 inch (7.62 cm) zipper
d. needle
e. thread
f. pins
g. glue
h. felt square (7" x 7" – 17.78 cm x 17.78 cm)



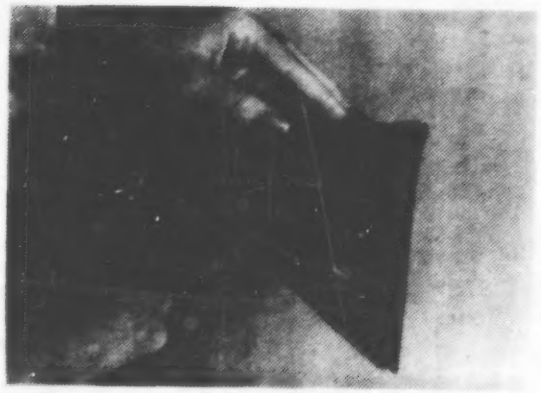
STEP 2 – From paper pattern, cut out the tent.



STEP 3 – Place pattern on felt square and cut tent from felt.

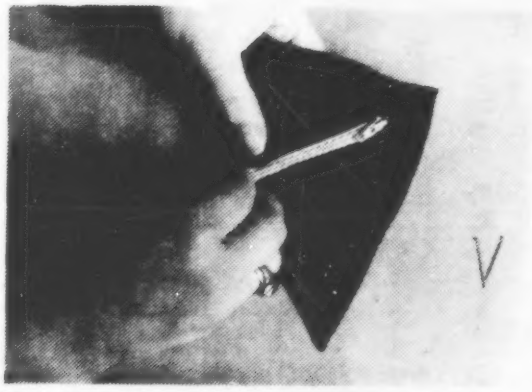


STEP 4 – Cut a 3 inch (7.62 cm) slit in center of tent. You may locate center by folding in half.

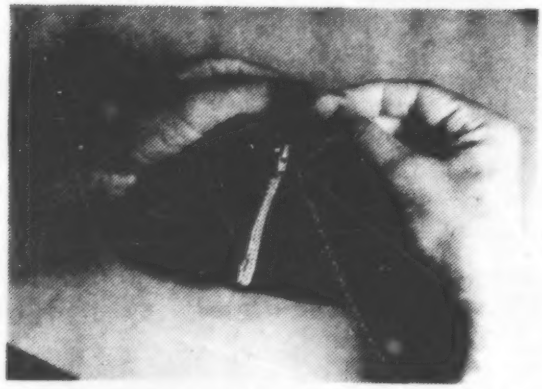


STEP 5 – Cut away a 1/8 inch (.3175 cm) strip in felt for zipper.

STEP 6 – Place zipper under felt.



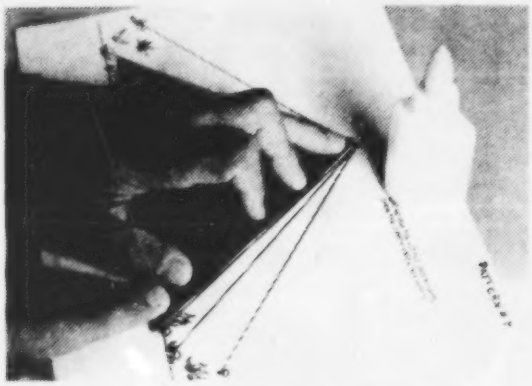
STEP 7 – Pin in place.



STEP 8 – Sew in place, using a double thread and making very small stitches.

46

STEP 9 – Secure stitches well at each end by making several small stitches.



STEP 10 – Glue felt tent to tent lines on the page, giving enough ease to open and close zipper. The felt will not fit the page tightly.

Check Point

Did you cut pattern by lines indicated on pattern page?

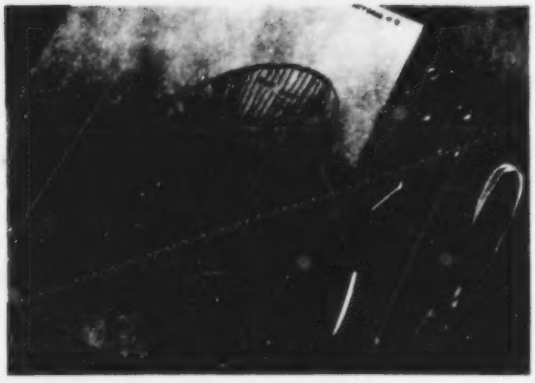
Did you cut out the felt tent by the pattern?

Did you sew zipper securely in the slit you cut in the tent?

Did you glue the tent to the lines indicated on page of book?

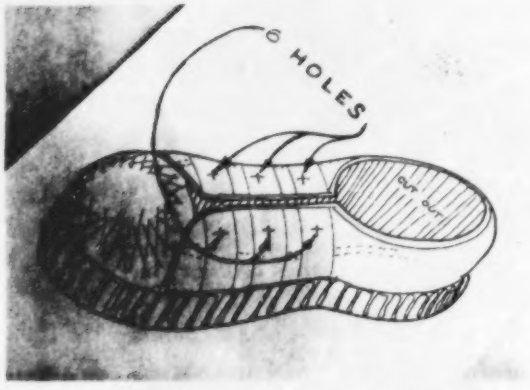
Instructional Objective IX

The student will prepare the page of the book that will give the child the opportunity to lace a shoe and tie a shoe string.

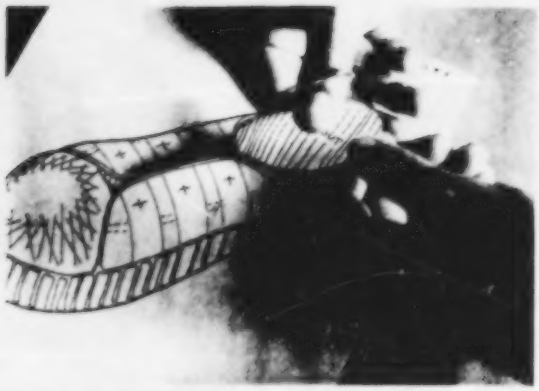


STEP 1 – Locate the following supplies and equipment:

a. the page of the book with picture of a shoe
b. 1 shoe lace, 26 inches (66.04 cm)
c. 6 eyelets
d. tool for spreading eyelets



STEP 2 – Locate six holes where eyelets are to be mounted on the sneaker.



STEP 3 – Cut out the section of the pattern marked with slanted lines.

STEP 6 – Repeat this procedure for each hole.

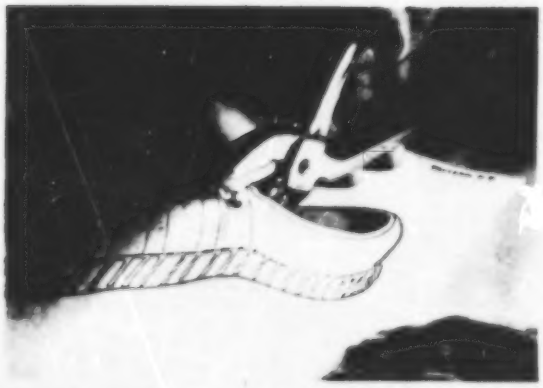
STEP 4 - Place an eyelet on the post of the eyelet tool.

STEP 7 – Lace the string in the shoe and tie in a bow knot.

Check Point

Did you put eyelets in from top side and using tool spread the under side?

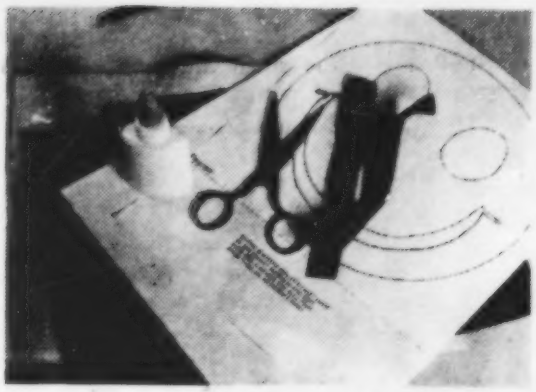
Did you lace and tie shoe?



STEP 5 – Squeeze the tool to set the eyelet over the shoe lace hole.

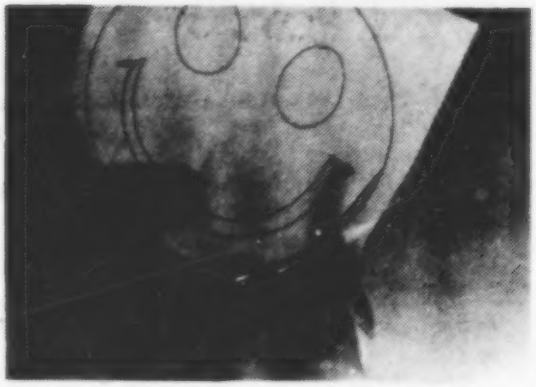
Instructional Objective X

The student will prepare a page of the book that will give opportunity to use velcro stick-togethers.



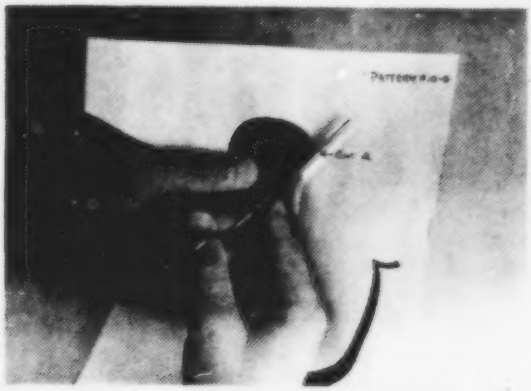
STEP 1 – Locate the following supplies and equipment:

a. the page of the book with a smiling face
b. paper pattern for cutting out smiling face, eyes, and mouth.
c. small scissors
d. 4½ inch (11.43 cm) square of plastic covered fabric for mouth and eyes
e. glue
f. 7 feet (2.13 m) square (bright yellow) velcro

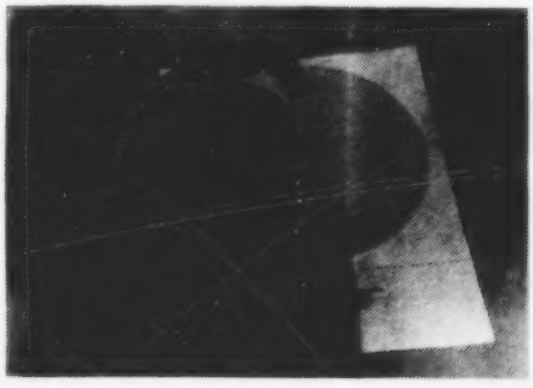


STEP 2 – Cut pattern for face.

STEP 3 – Pin pattern on felt and cut out the face. Glue face to page of book.



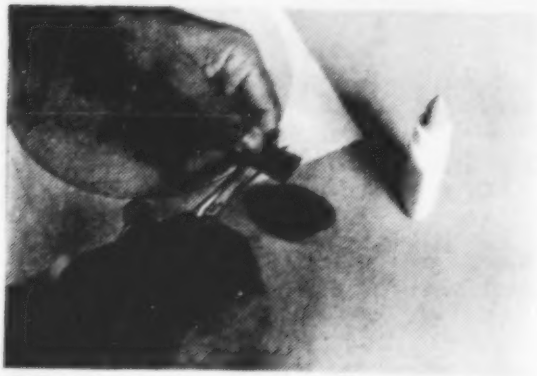
STEP 4 – Cut eyes and mouth from face of the pattern.



STEP 5 – Pin eyes and mouth on square of plastic coated fabric, cut out.

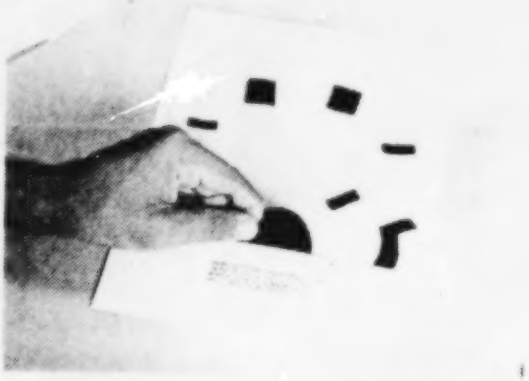
STEP 6 – Cut two small pieces of velcro (½ inch square – 1.27 cm) and glue on face where eyes should be.

STEP 7 – Cut small strips of velcro 3/8 inch (.9525 cm) wide and place on face where mouth will go. Refer to paper pattern used for cutting face for placement. NOTE: You will notice that the top and bottom velcro strips are not alike. Be sure to use bottom section on face and top part for back of eyes and mouth.



STEP 8 – Glue small square (½ inch square – 1.27 cm) to back of eyes. (Be sure it is different from that on face.)

STEP 9 – Glue small 3/8 inch (.9525 cm) strips to back of mouth.
STEP 10 – Let dry thoroughly.



STEP 11 – Put eyes and mouth in pocket at bottom of the page.

Check Point

Did you cut out the pattern for the face?

Did you cut the face for Mr. Smiley from the felt?

Did you cut the eyes and mouth from plastic covered fabric?

Have you glued the velcro to the back of the eyes and mouth?

Did you glue the other velcro to the face in the designated spaces?

092.227-018 TEACHER, PRESCHOOL (education)

Instructs children in activities designed to promote social, physical, and intellectual growth in preparation for primary school in preschool, day care center, or other child development facility. Plans individual and group activities to stimulate learning, according to ages of children. May be designated as TEACHER, CHILD DEVELOPMENT CENTER (education); TEACHER, DAY CARE CENTER (education); TEACHER, EARLY CHILDHOOD EDUCATION (education); TEACHER, NURSERY SCHOOL (education).

359.677-010 ATTENDANT, CHILDREN'S INSTITUTION (any ind.) child-care attendant; house parent.

Cares for group of children housed in city, county, private, or other similar institution, under supervision of superintendent of home: Awakens children each morning and insures children are dressed, fed, and ready for school or other activity. Gives instructions to children regarding desirable health and personal habits. Plans and leads recreational activities and participates or instructs children in games. Disciplines children and recommends or initiates other measures to control behavior. May make minor repairs to clothing. May supervise housekeeping activities of other workers in assigned section of institution. May counsel or provide similar diagnostic or therapeutic services to mentally disturbed, delinquent, or handicapped children.

355.674-010 CHILD-CARE ATTENDANT, SCHOOL (per. ser.)

Attends to personal needs of handicapped children while in school to receive specialized academic and physical training: Wheels handicapped children to classes, lunchrooms, and treatment rooms. Secures children in equipment, such as slings or stretchers, and places into baths or pools for physical therapy treatment. Helps children to walk, board buses, put on prosthetic appliances, eat, dress, and perform other physical activities as their needs require. May use hoist to raise and lower children into pools or baths.